



# Academic Mindset: The Impact on Student Success

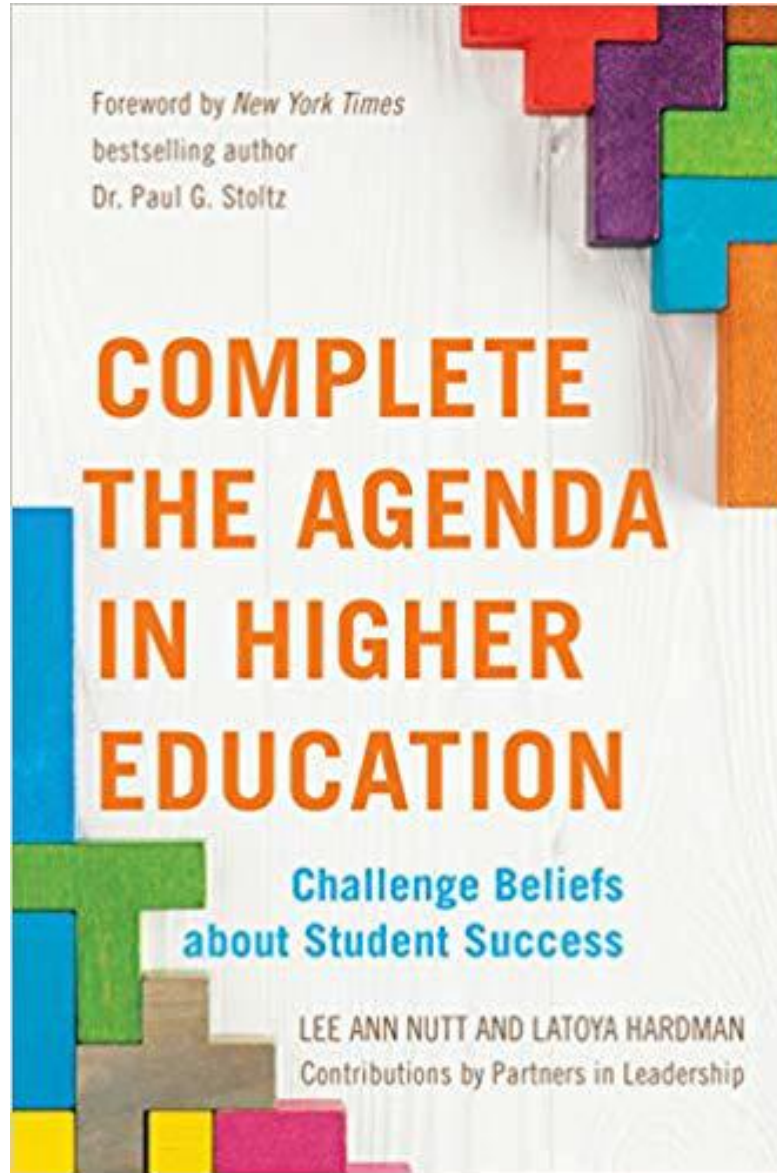
Dr. Lee Ann Nutt, President, Lone Star College-Tomball  
Dr. Linda Garcia, Assistant Director of College Relations at CCSSE

Foreword by *New York Times*  
bestselling author  
Dr. Paul G. Stoltz

# COMPLETE THE AGENDA IN HIGHER EDUCATION

Challenge Beliefs  
about Student Success

LEE ANN NUTT AND LATOYA HARDMAN  
Contributions by Partners in Leadership



# Productive

vs.

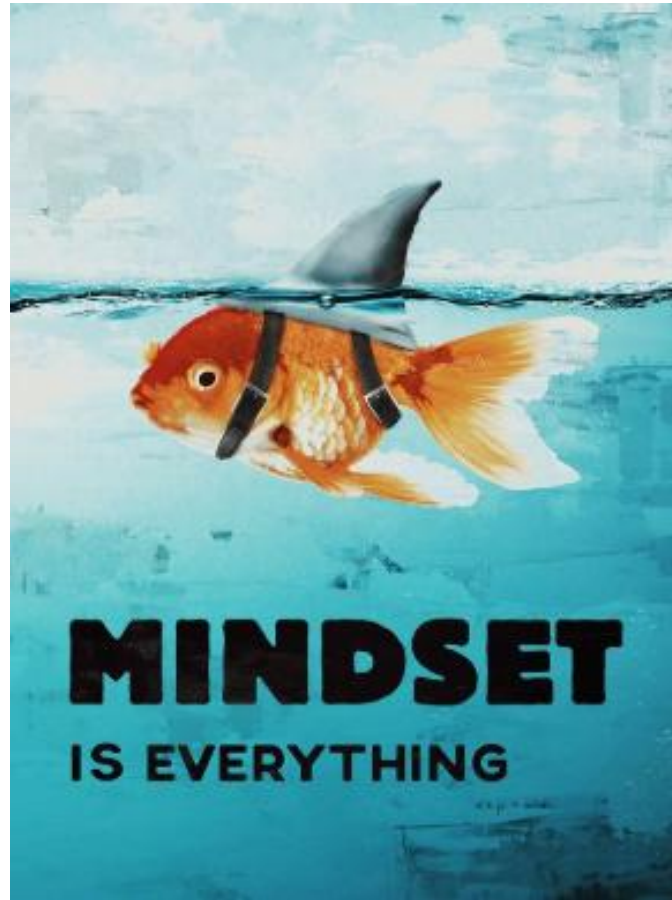
# Nonproductive

# Productive Mindset





# Productive Mindset

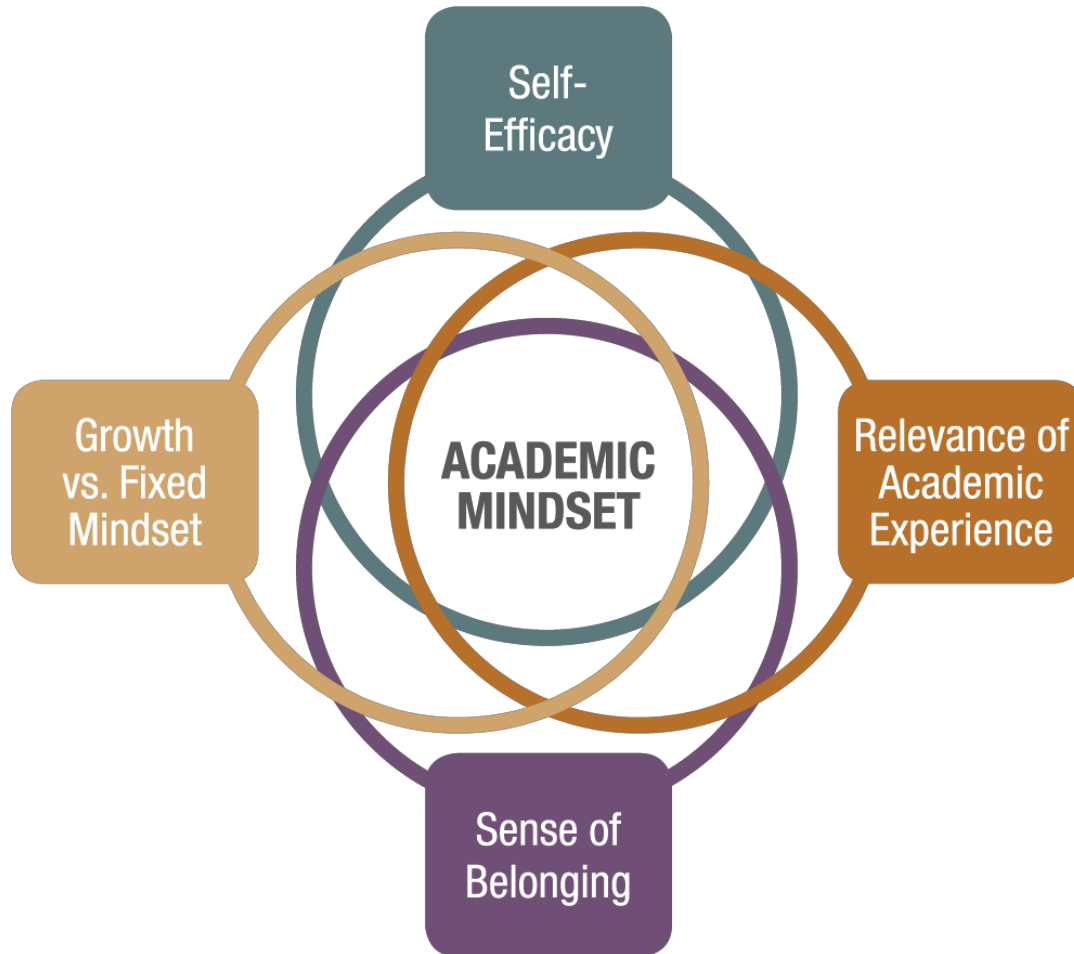


Source: Ikonick

The more productive a mindset,  
the higher a GPA

# Academic Mindset Components

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Students' perceptions of the potential change in their intelligence.

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# I can change my intelligence a lot in:

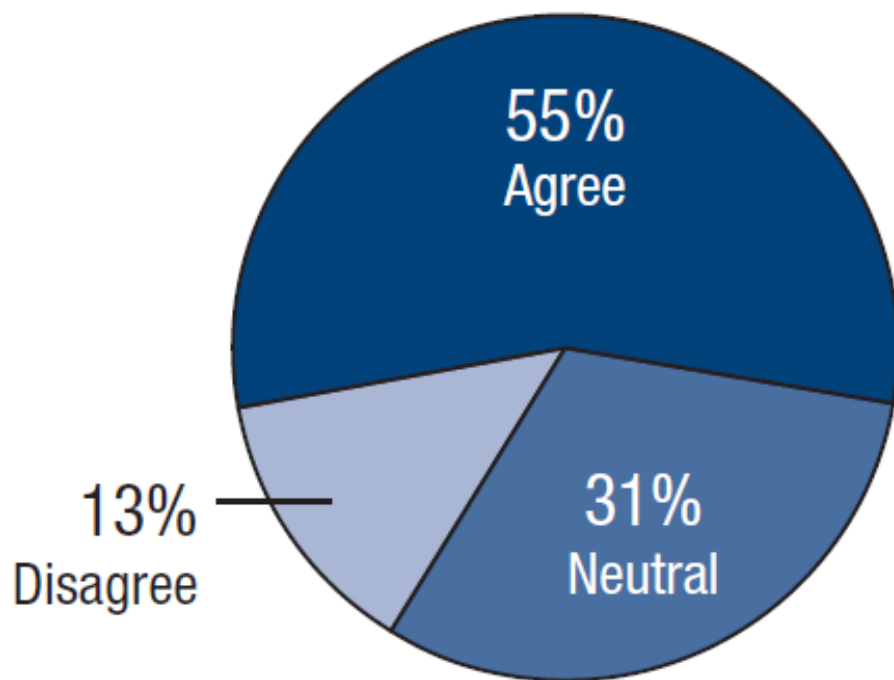
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## Math



# I can change my intelligence a lot in:

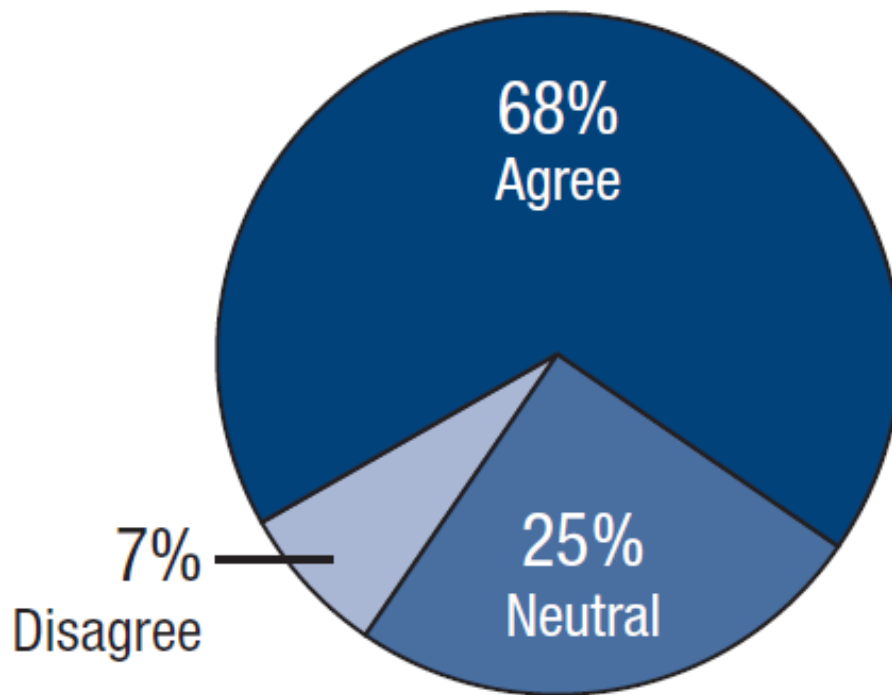
## Math





# I can change my intelligence a lot in:

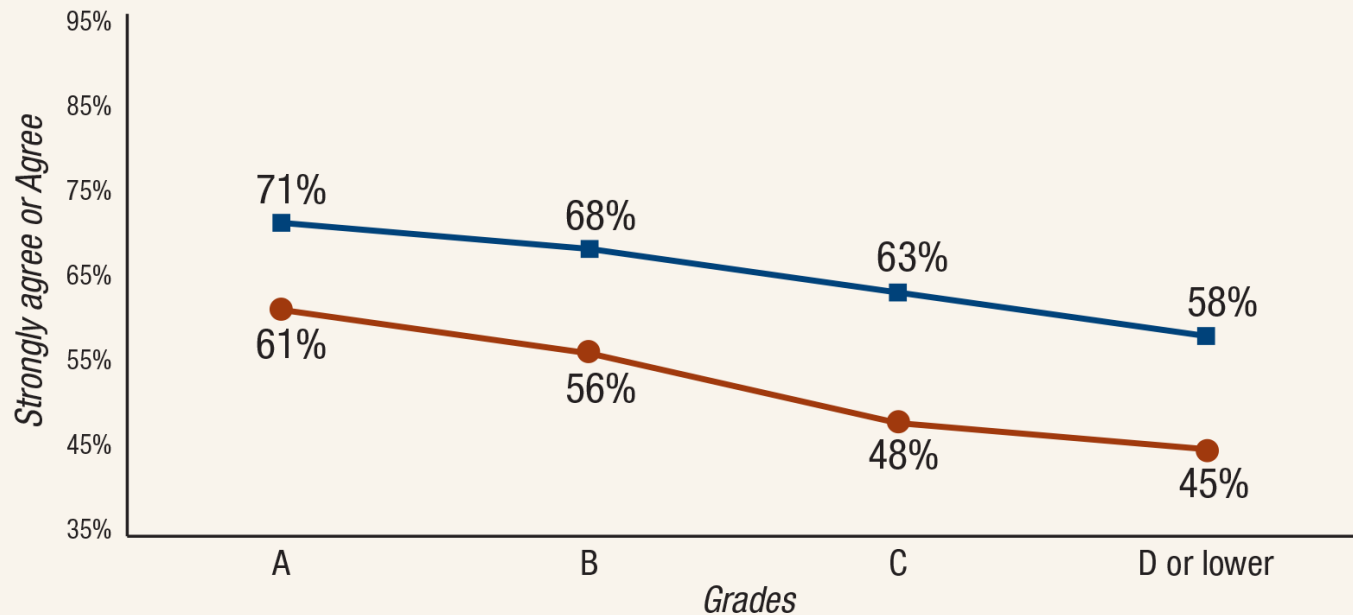
## English (reading and writing)





# Productive Mindset Correlates with Higher GPA

## Growth vs. Fixed Mindset



■ In English (reading and writing), I can change my intelligence a lot. ( $N=76,401$ )

● In math, I can change my intelligence a lot. ( $N=76,160$ )

Source: 2018 CCSSE data



Students' confidence in their ability to be successful in their coursework.













# Students Responded With “Agree”

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I can become more intelligent by working hard on my studies.

91%

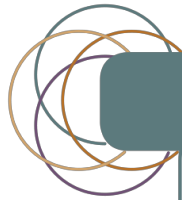
I can learn all of the material being presented in my courses this academic term.

83%

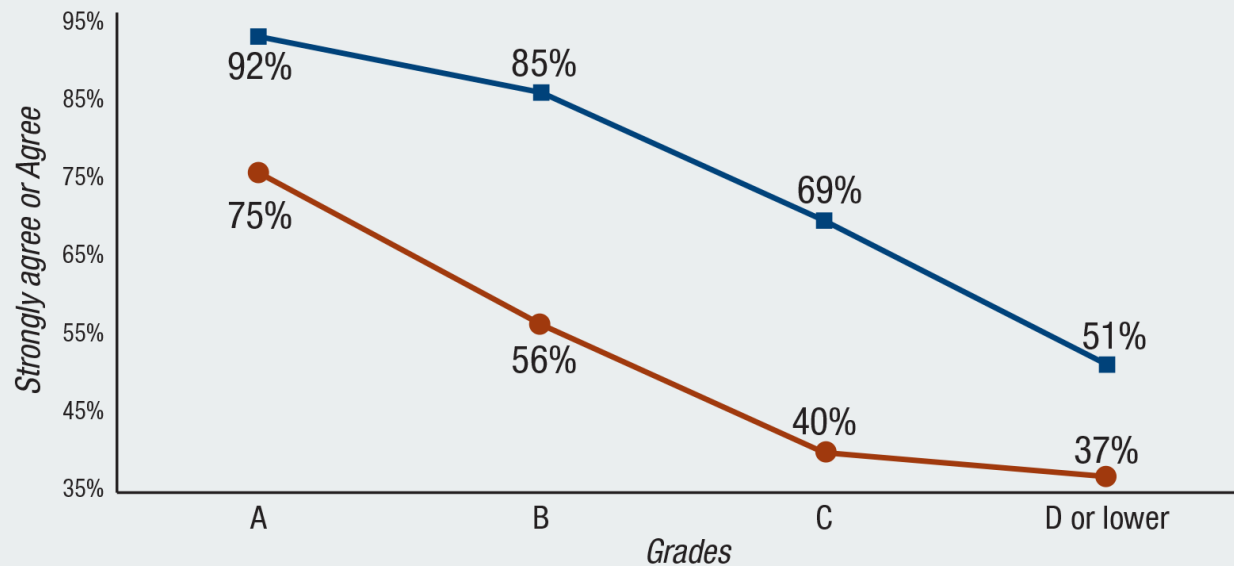
When facing difficult asks, I am certain that I will accomplish them.

77%

# Productive Mindset Correlates with Higher GPA



## Self-Efficacy



■ I am confident that I will be able to keep up with my coursework at this college. (N=76,190)

● I can do well on tests, even when they are difficult. (N=76,516)

Source: 2018 CCSSE data



Students' views of whether  
their college work is preparing  
them for future success.



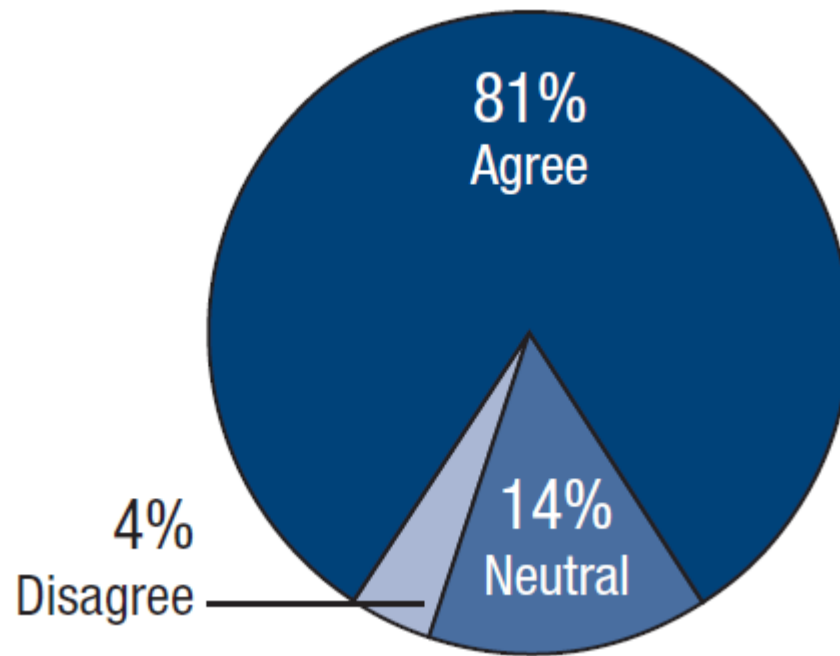






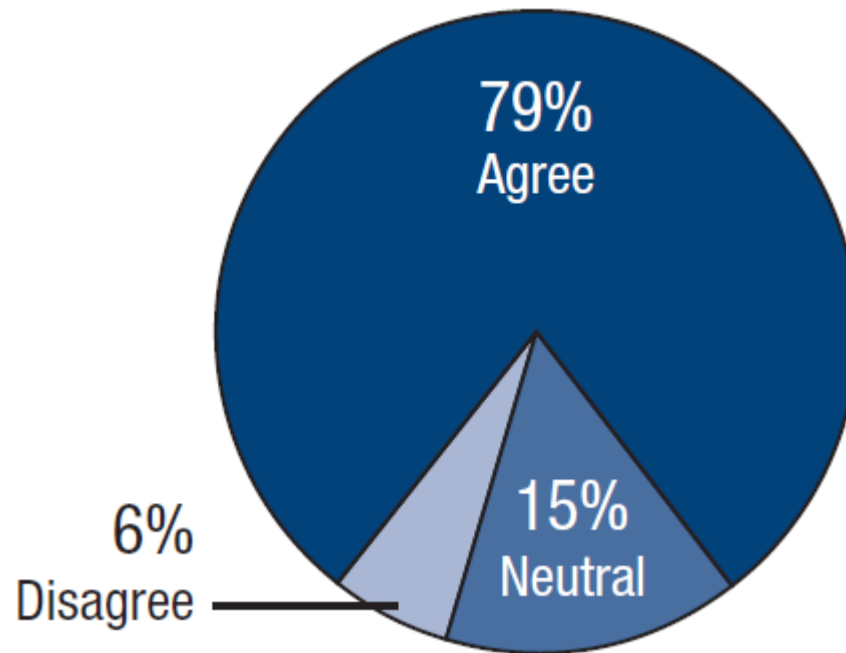
# This college is preparing me for what I plan to do in life.

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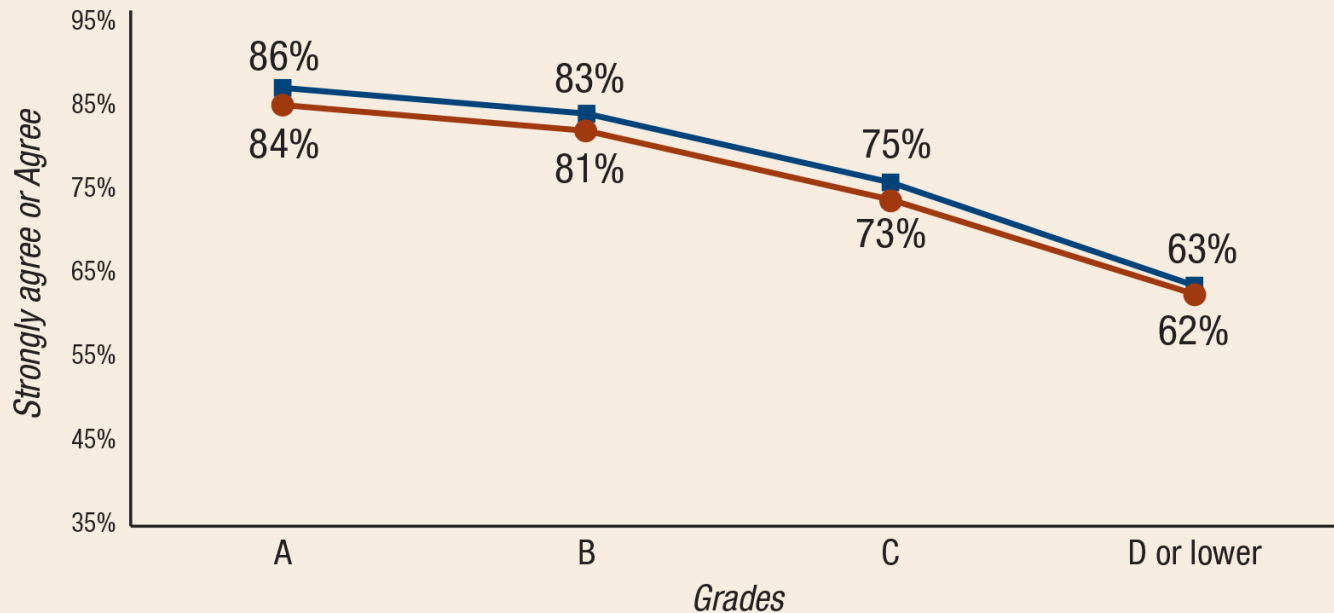
# I understand how my academic work is preparing me for the career field in which I am interested.



Source: 2018 CCSSE data

# Productive Mindset Correlates with Higher GPA

## Relevance of Academic Experience



■ This college is preparing me for what I plan to do in life. (N=77,006)

● I understand how my academic work is preparing me for the career field in which I am interested. (N=76,476)

Source: 2018 CCSSE data



Students' perceptions of whether they are accepted members of their college community.

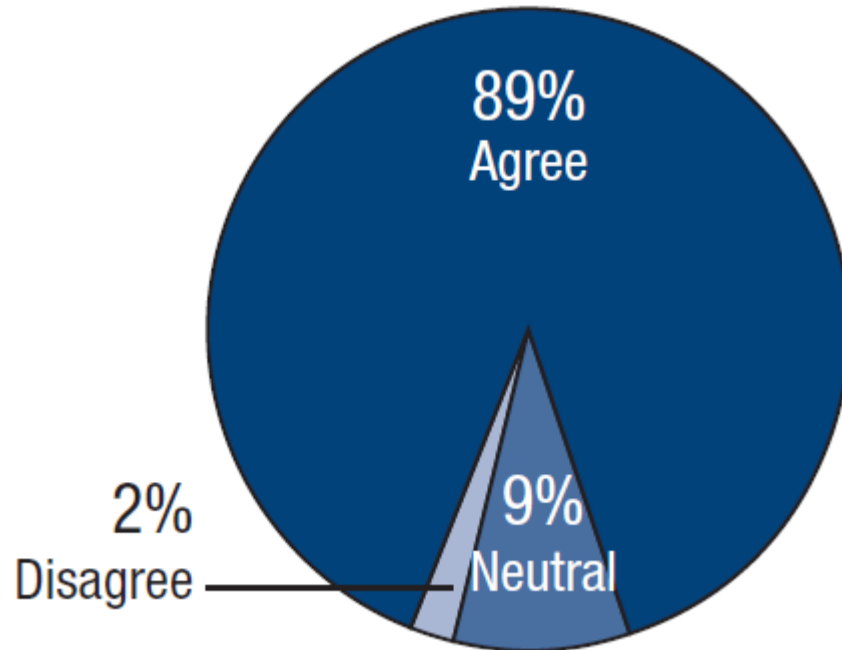






# I feel welcome and respected at this college.

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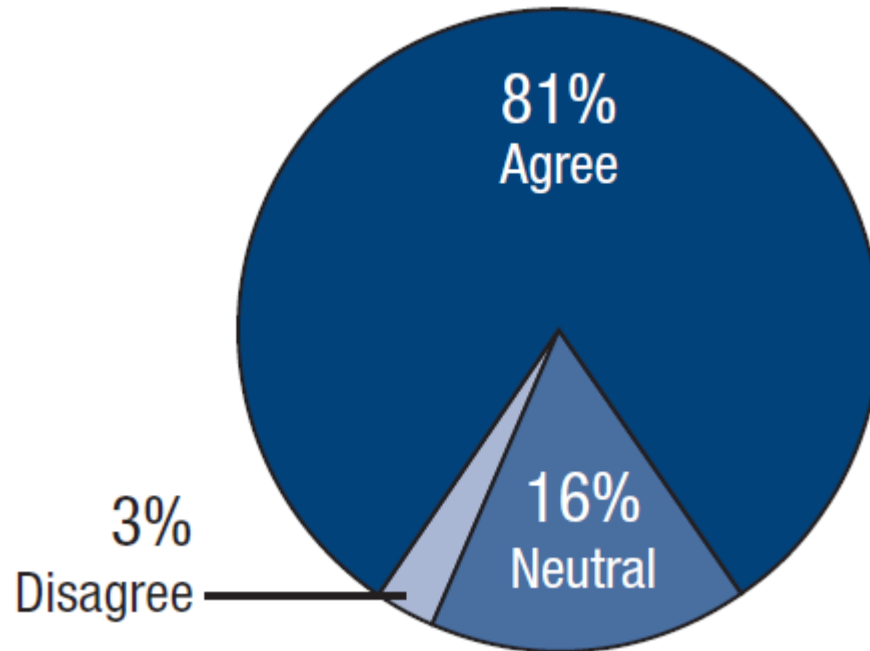




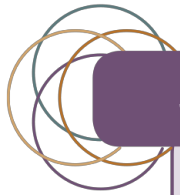


# I have good relationships with others at this college.

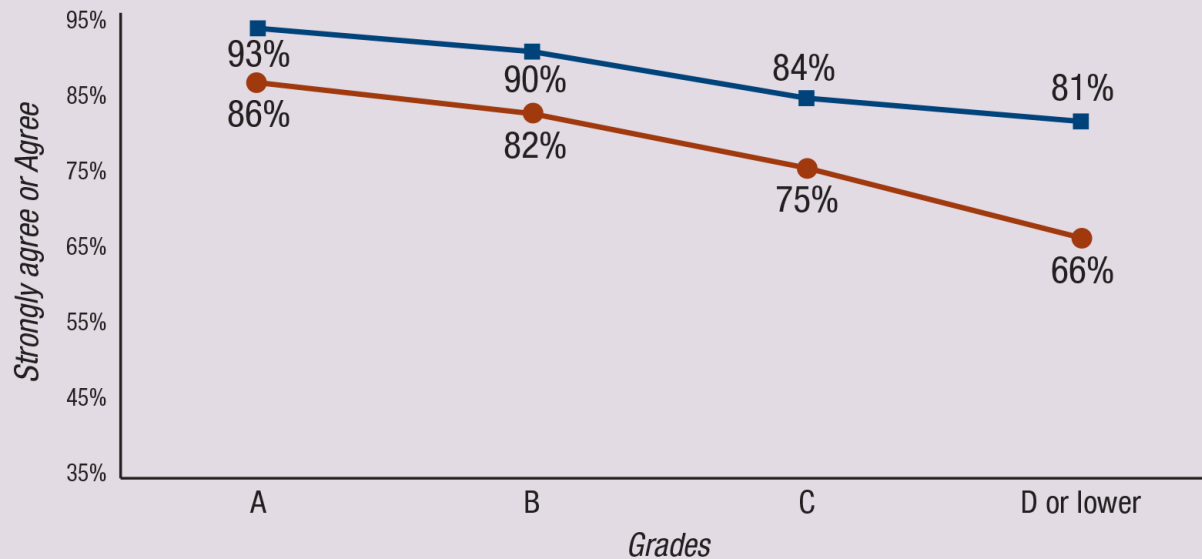
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# Productive Mindset Correlates with Higher GPA



## Sense of Belonging



■ I feel welcome and respected at this college. (N=77,070)

● I have good relationships with others at this college. (N=76,950)

Source: 2018 CCSSE data



**At least one college \_\_\_\_\_ knew my name. (Strongly Agree/Agree)**

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**At least one college \_\_\_\_\_ knew my name. (Strongly Agree/Agree)**

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**Staff Member** **46.6%**

**Student** **75.8%**

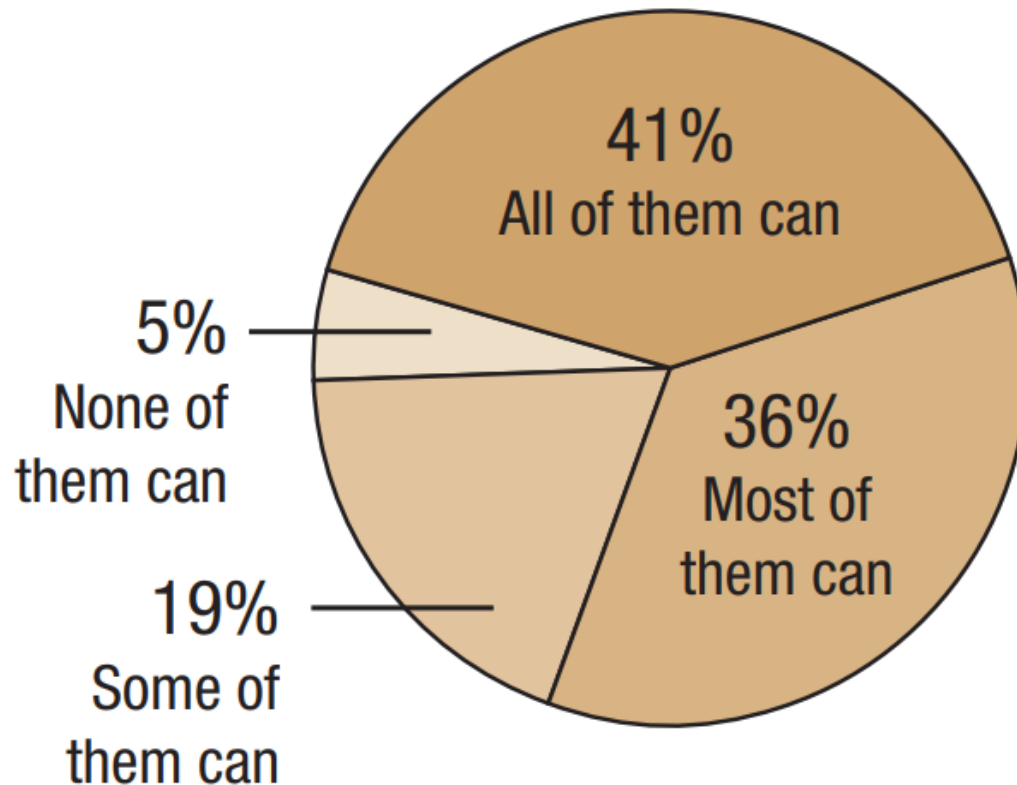
**Instructor** **82.3%**

# The Role of Faculty

**Do you think the students  
in your selected course section  
can change their basic intelligence?**



# Do you think the students in your selected course section can change their basic intelligence?





# Academic Mindset: The Impact on Student Success

Dr. Lee Ann Nutt, President, Lone Star College-Tomball  
Dr. Linda Garcia, Assistant Director of College Relations at CCSSE



# **Academic Mindset: The Impact on Student Success**

***Shifting a “Completion Only”  
Mindset to the Beliefs Agenda***



Overall completion rates have remained flat for over a decade.

Even with time to completion expanded to 6-years.

Source: National Student Clearinghouse - 2018

2006

2007

2008

2009

2010

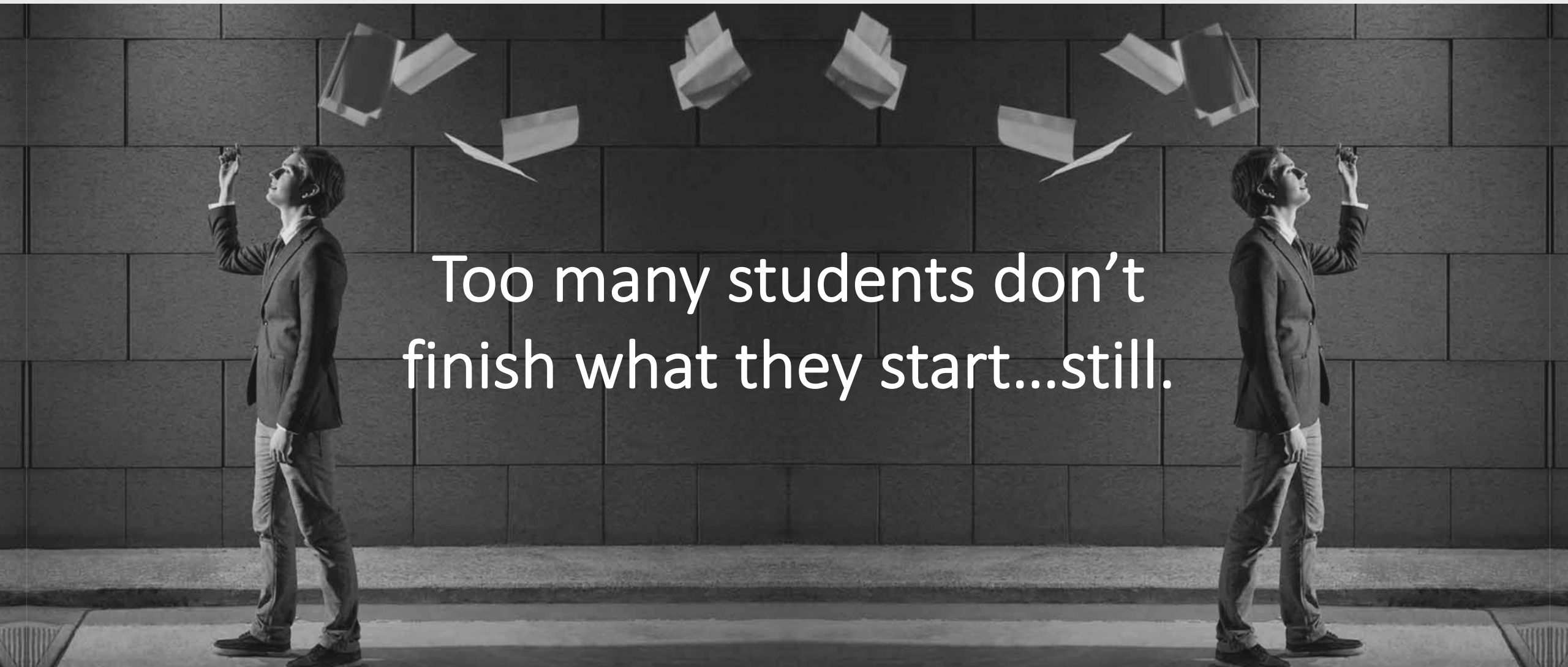
2011

2012

# The Completion Agenda is a good thing!

Colleges are better today than they were 10 years ago.





Too many students don't  
finish what they start...still.



Think differently.



A close-up photograph showing a hand placing a white 3D letter 'E' to complete the word 'COMPLETE'. The letters are arranged in a slightly curved line on a light-colored surface. The first letter 'C' is red, while the others are white. The hand is visible on the right side, with fingers gently holding the letter 'E' in place. The lighting is soft, creating gentle shadows.

COMPLETE

It's time to complete the agenda by  
expanding it to include beliefs and mindset.

We need to continue to shift the Completion Agenda culture ...

A

B



**Completion  
Agenda**

**Beliefs  
Agenda**

Completion +  
Mindset/GRIT

# Proceed to the Route!

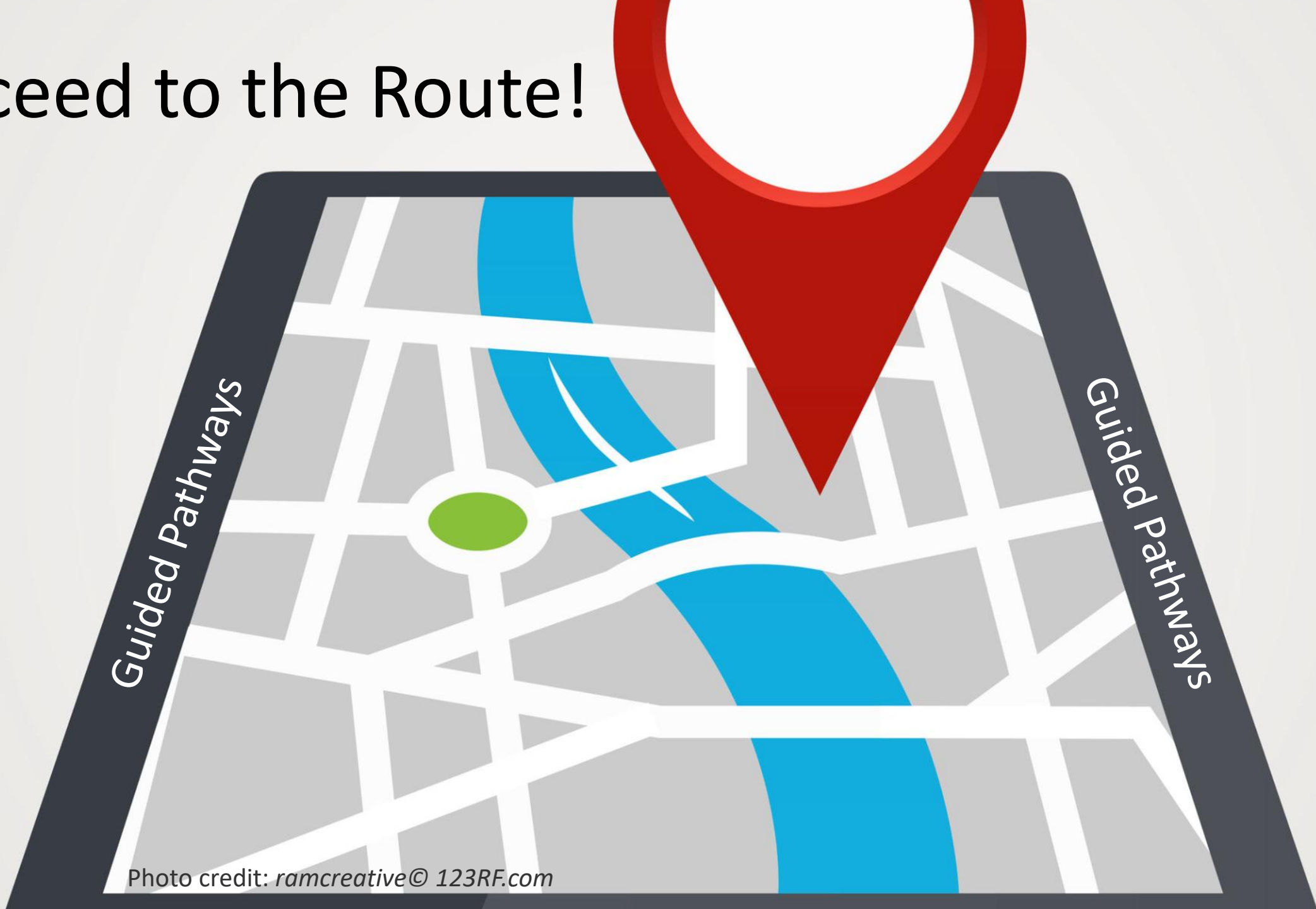


Photo credit: *ramcreative*© 123RF.com



Financial aid has not been processed.

You don't qualify for financial aid.

You can't proceed to the route.



SPEED  
LIMIT  
40

LANE  
NARROWS  
AHEAD







Photo credit: [Yuri Bizgajmer@123RF](#)



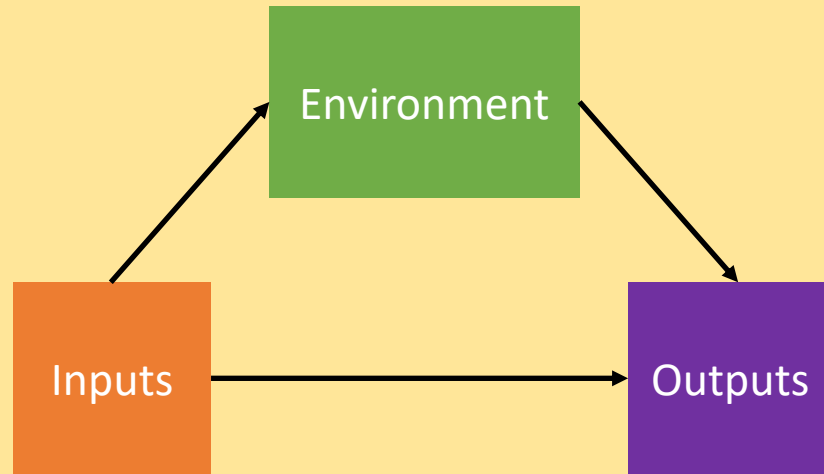
Photo credit: [Theerapan Bhumirat@123rf](#)







# Theoretical Frameworks for Shifting the Completion Agenda Culture



Astin's I-E-O College Impact Model

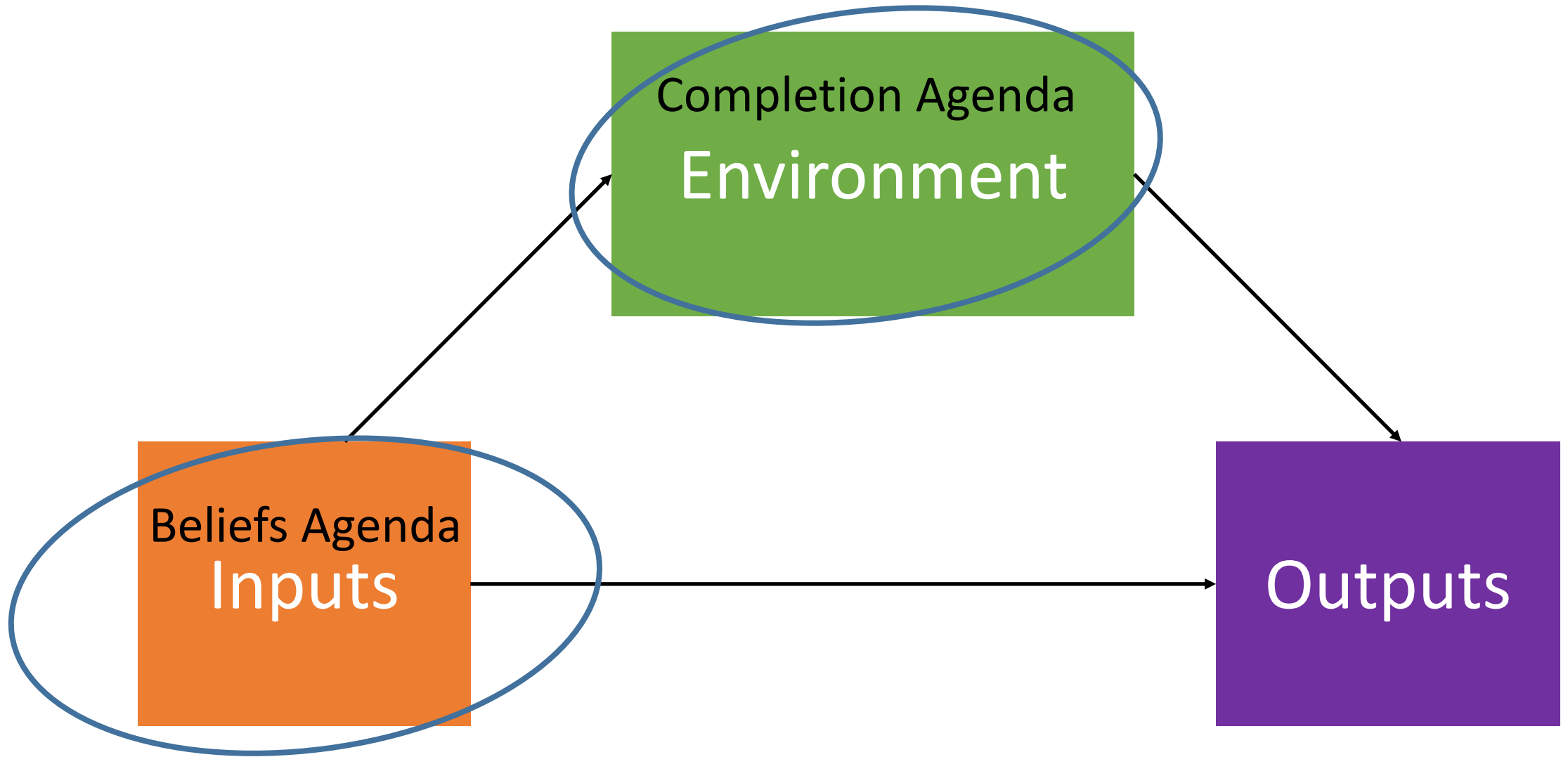


Levels of Interaction



Roger Connors and Tom Smith, *Change the Culture, Change the Game* (New York: Penguin Group, 2011), 11 – 12.

Culture Shift  
The Results Pyramid™



Astin's I-E-O College Impact Model



Ignore



Do TO



Do FOR

Completion Agenda

Mandates & Automations

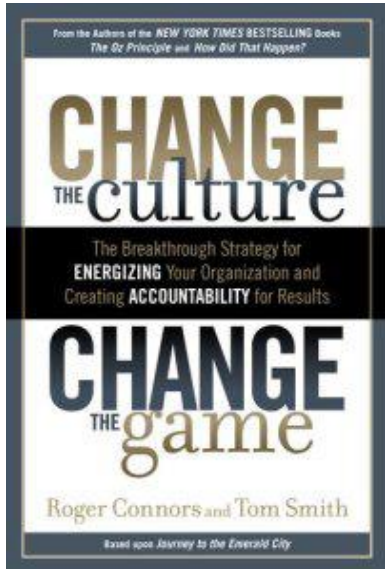
Beliefs Agenda



Do WITH

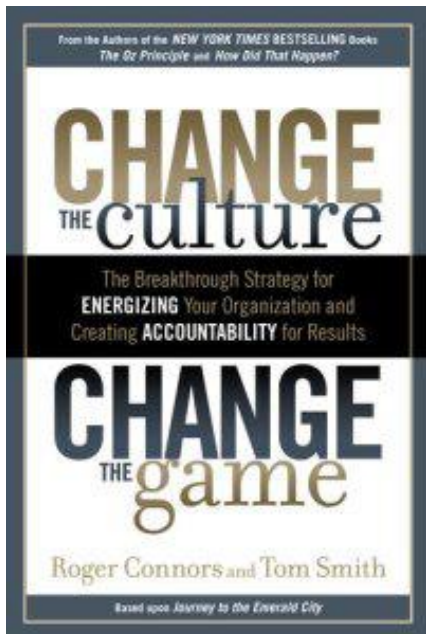
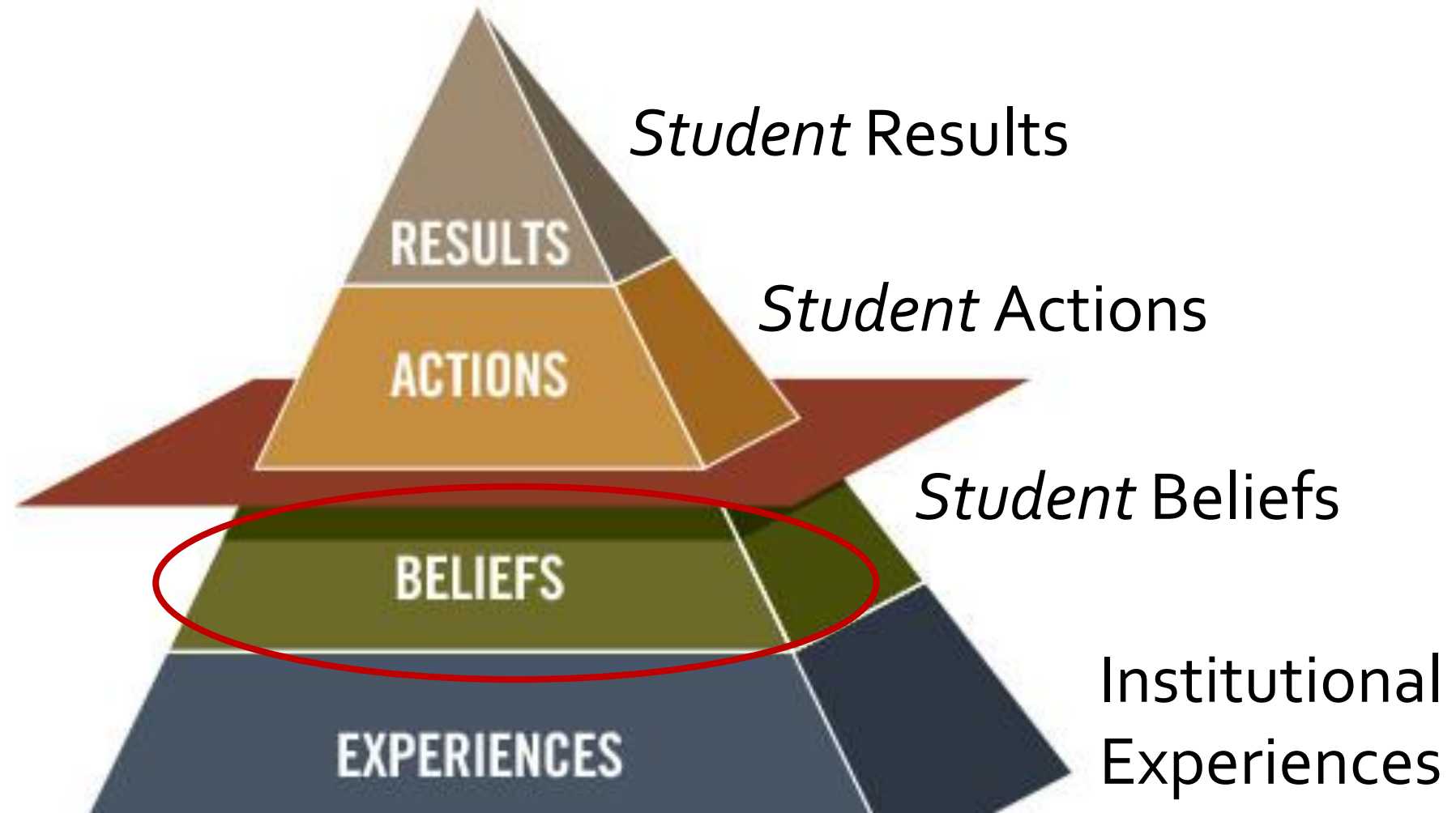
Mindset

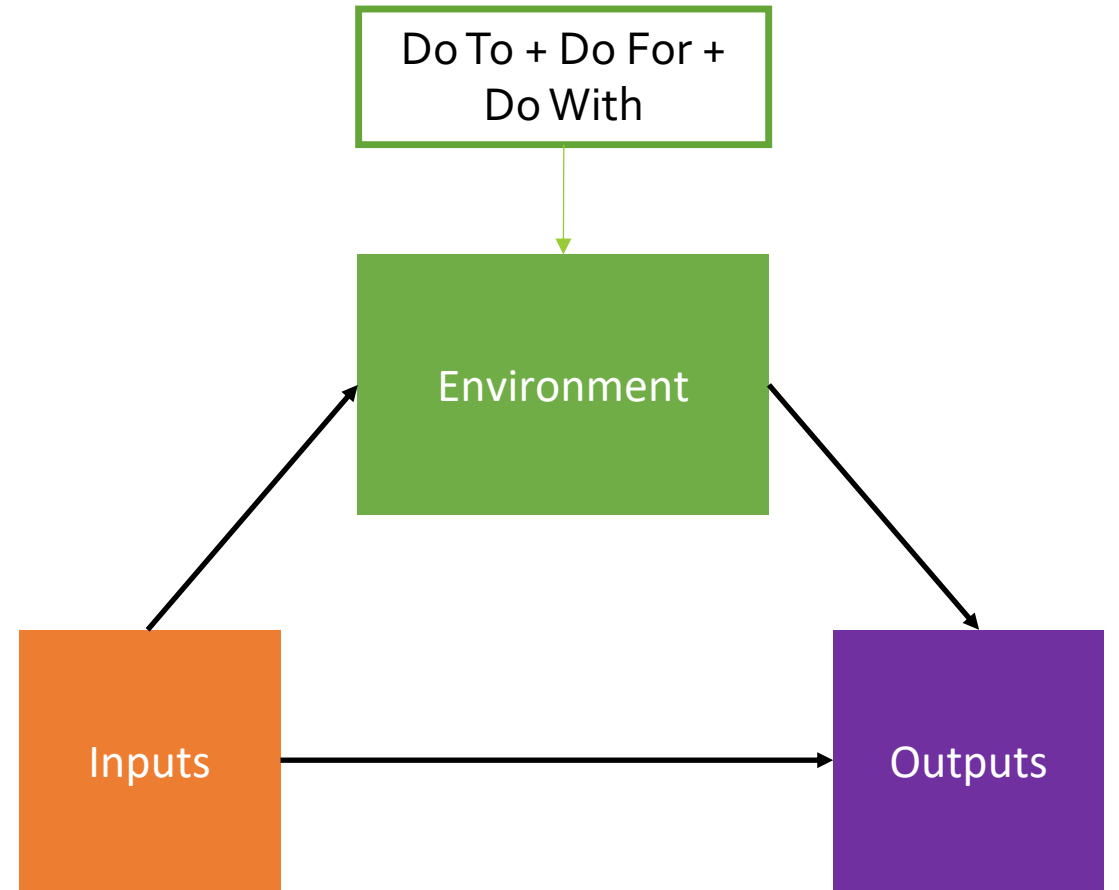
# Completion Agenda culture has us caught in an action trap at the top of the Results Pyramid.





# Beliefs Agenda culture shifts the focus and uses the entire Results Pyramid.







What you accept as true or real.



# BELIEF

**Achievement**

**Accomplishment**

**Results**

**Capacity**

**Outcomes**

**Fulfillment**

**Success**

**Triumph**





# BELIEF

**paralyze**

sabotage

**procrastination**

**quit**

**Abandon**

Reckless

**Damage**

Loss



*Believe*

in Yourself and

*Anything*

is Possible.



Buzz: I can fly!

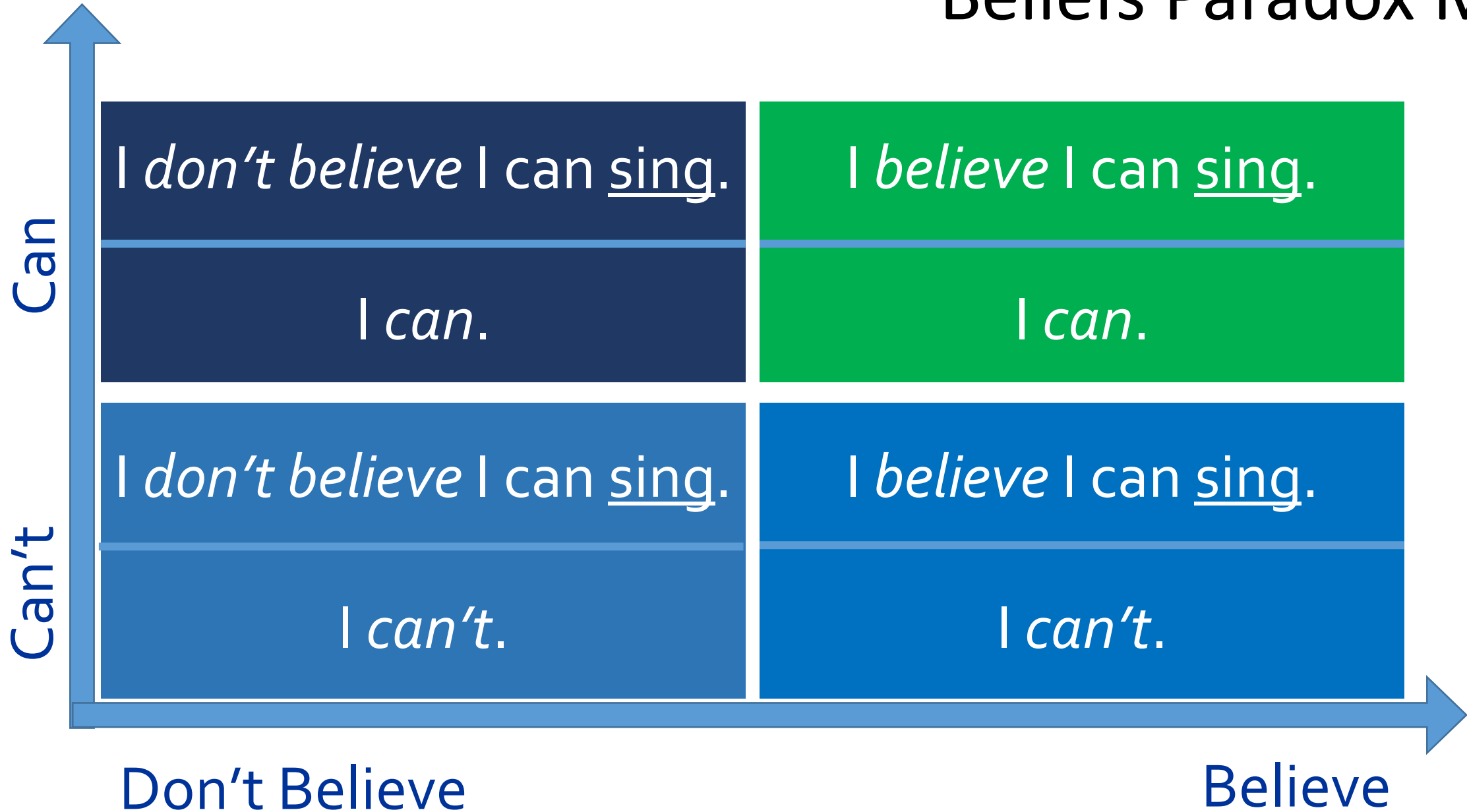
Woody: You're just a toy!



“This isn’t flying, it’s  
falling with style.”



# Beliefs Paradox Matrix



I don't believe I can sing.

I can.



I believe I can sing.

I can.



I don't believe I can sing.

I can't.



I believe I can sing.

I can't.



How are beliefs created or changed?

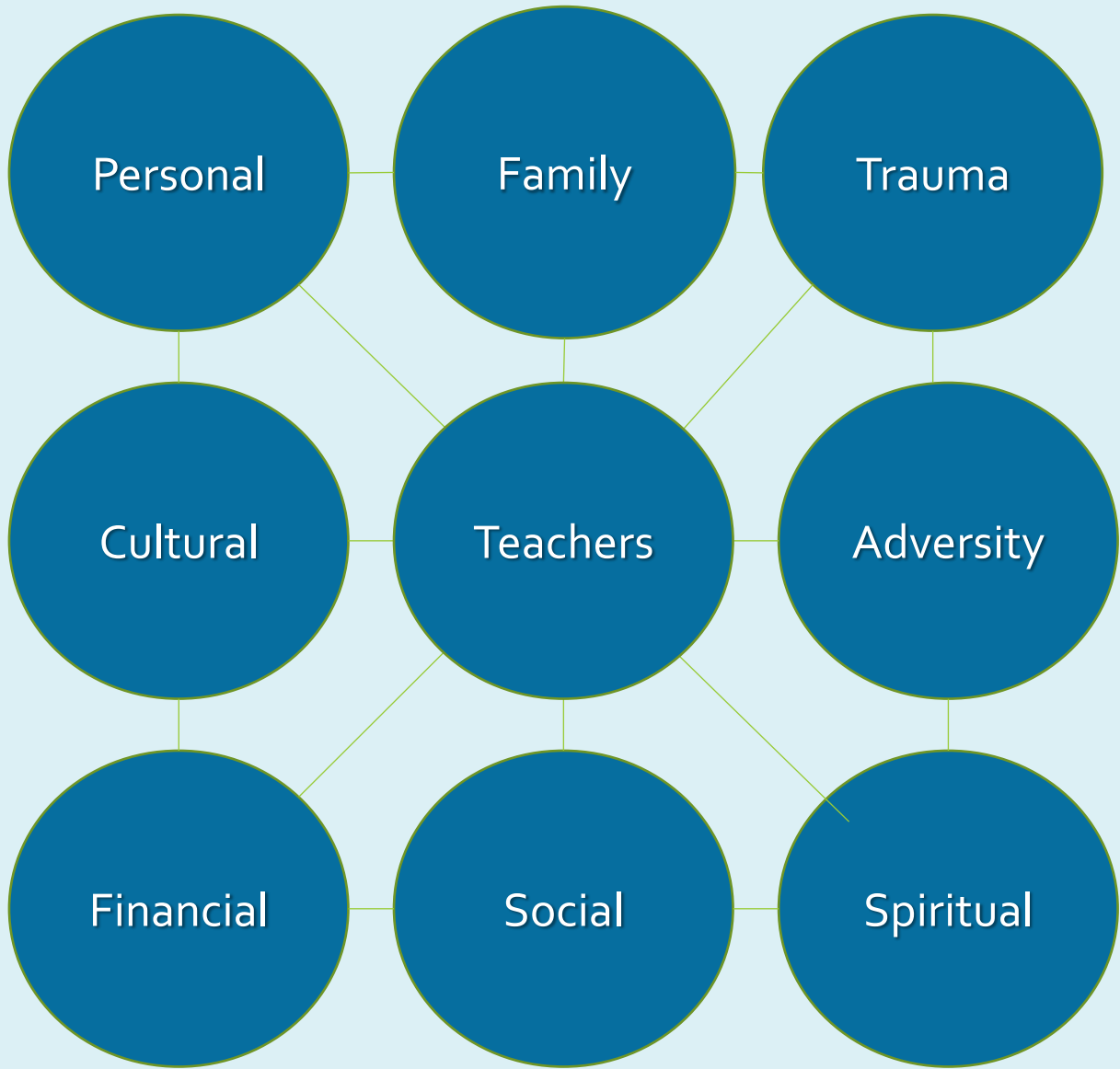




So what does this have to do with education?

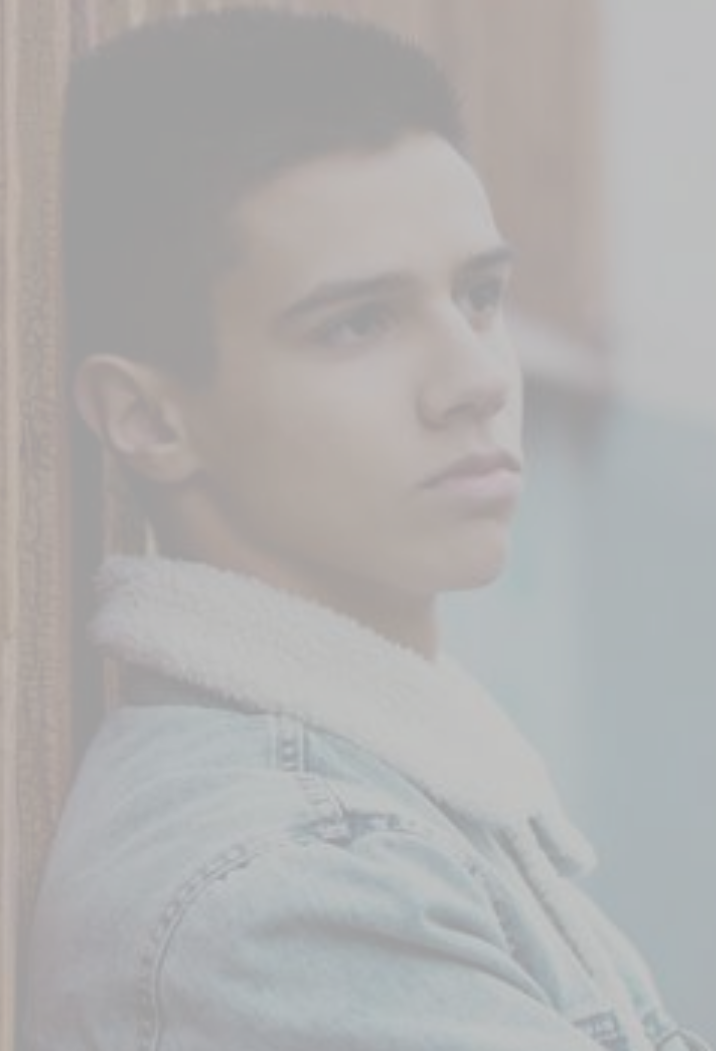
EVERYTHING





**Past  
experiences  
form current  
beliefs students  
hold.**

As open access institutions, community colleges are uniquely situated to help students who are navigating very real, very complex challenges, including poverty, hunger and homelessness.



Community colleges also enroll some of the most determined, resilient, students who succeed despite incredible obstacles and challenges.



## EXPERIENCES



## BELIEFS

Lack of positive  
learning  
environment.

Struggled to learn.



Education has little  
value.

I don't belong here.

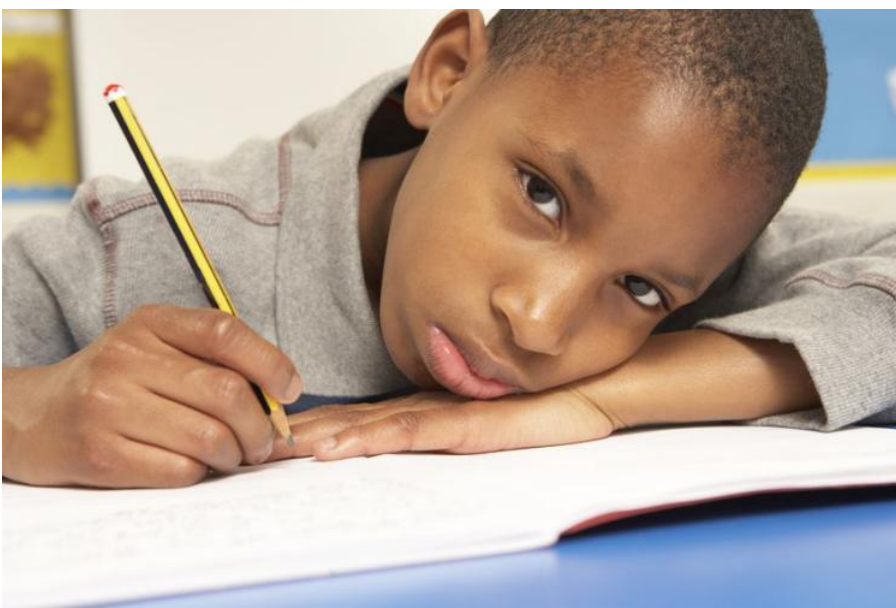
I'm stupid.

Never comes to college.  
Quits when his belief is affirmed.

## ACTIONS







# Deficit Narrative

---

I'm not smart enough.

I'm not rich enough.

I don't belong in college.

I don't deserve better.

College will be too hard.

People don't want me to succeed.

I've failed at everything else.

# EXPERIENCES



# BELIEFS



Challenges are bad.

If I have to work hard something is wrong with me.

Talent matters more than hard work.

If something goes wrong, it is always someone else's fault.

Mother calls college president.  
Student files complaints. Leaves for  
another college that cares more.

# ACTIONS





**GRIT can be the framework for the beliefs we want students to hold...**

**About themselves, and**

**About what it takes to be successful  
in college and in life!**



# LSC-TOMBALL TEAMS WITH RESEARCH PIONEER TO CONDUCT GROUNDBREAKING STUDY

PUBLISHED ON: AUGUST 26, 2015

Lone Star College-Tomball has partnered with Dr. Paul Stoltz (pictured), the leading authority on the science and method of measuring and strengthening GRIT. This fall the college will conduct the most comprehensive research study and implementation of GRIT conducted by any higher education institution to date. The study will aim to determine, among other things, to what extent a faculty member's emphasizes GRIT in the classroom affects the improvement of a student's success and performance.

As defined by Dr. Stoltz, founder/CEO of PEAK Learning, GRIT is the "capacity to dig deep and do whatever it takes — even sacrifice, struggle, and suffer — to achieve [one's] most worthy goals in the best ways." The study coincides with LSC-Tomball's GRIT-Growth-Greatness (G3) initiative. LSC-Tomball president Dr. Lee Ann Nutt said, "We believe this work could revolutionize methodologies aimed at student retention and completion. Through G3, we are establishing a framework that we are certain will lead to student success and completion on a scale we have not yet experienced in our college community."



LONE STAR COLLEGE-TOMBALL PRESENTS

#1 NEW YORK TIMES BEST-SELLING AUTHOR  
**PAUL G. STOLTZ, Ph.D.**

**GRIT**  
THE NEW SCIENCE OF WHAT IT TAKES TO  
PERSEVERE • FLOURISH • SUCCEED


KEYNOTE  
**TUESDAY**  
August 18 - 3:00pm  
Performing Arts Center

GRIT TRAINING  
**WEDNESDAY**  
August 19 - 9:00am  
Beckendorf

Dr. Paul G. Stoltz is considered the world's leading authority on the integration and application of grit and resilience. He is author of four international bestselling books on the subject — printed in 14 languages — was voted by HR Magazine as "One of the Top 10 most influential global thinkers," and by Executive Excellence as "One of the 100 Most Influential Thinkers of Our Time." His newest book, *GRIT: The New Science of What It Takes to Persevere, Flourish, Succeed* is available now. In which he pioneers the first construct for growing both the quantity and quality of one's GRIT.

If you are interested in attending, please email us at [tcocafe@lonestar.edu](mailto:tcocafe@lonestar.edu) by August 10, 2015.

**FALL WELCOME '15**  
GRIT.GROWTH.GREATNESS

 LONE STAR COLLEGE  
TOMBALL





# grit

- Never quit
- Pull yourself up by your own bootstraps
- Failure is not an option
- Quantity alone.

**NO**

# GRIT

- It's OK to quit.
- Asking for help is a sign of strength.
- Failing is always an option.
- Not just quantity. Quality matters.

## GROWTH

The degree to which you seek and consider fresh angles, approaches, perspectives and information.

## RESILIENCE

Your capacity to respond constructively to – and be strengthened by – adversity.

## INSTINCT

Your capacity to step back, reassess, and potentially reroute or readjust both your pursuits and your path.

## TENACITY

The degree to which you persist, commit to, stick with and relentless pursue.

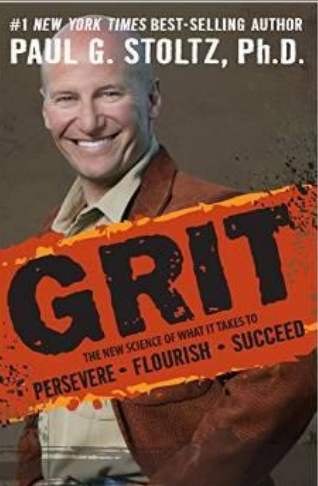
## + ROBUSTNESS

Your “wear and tear” factor. How hard you consider your life to have been.

Your capacity to dig deep, to do whatever it takes—especially struggle, sacrifice, even suffer—to achieve your most worthy goals.

#1 NEW YORK TIMES BEST-SELLING AUTHOR  
PAUL G. STOLTZ, Ph.D.

**GRIT**  
THE NEW SCIENCE OF WHAT IT TAKES TO  
PERSEVERE • FLOURISH • SUCCEED



# GOOD

Strive for goals and objectives that enrich or better others, and themselves; energy and quality-of-self one brings to improve others, while also reducing the potential burdens one puts on others

# EFFECTIVE

Continually learning, growing, striving and evolving; adjusting strategies appropriately; knowing when to quit

# STRONG

Exceptional capacity to dig deep, do whatever it takes – even sacrifice, struggle and suffer – to get things done

# BAD

Unintended or intended negative consequences for myself or others; intentional or unintentional harm; me at your expense

# INEFFECTIVE

Pursuing less than ideal goals with less than ideal strategies; continuing to go after something no longer worth pursuing; repeatedly using the same ineffective strategies

# WEAK

Limited or lack of capacity to do what it takes to make it happen – especially in the face of frustrations, difficulties, set backs and delays

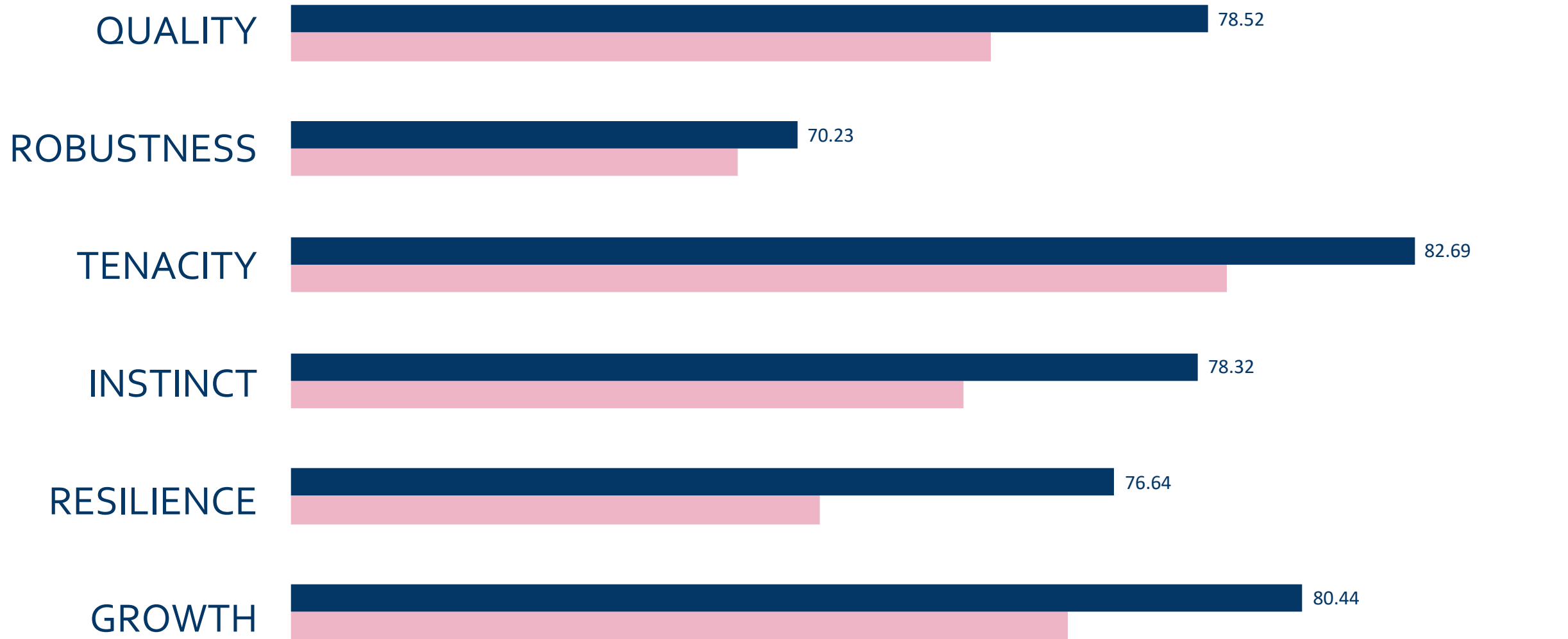




# GRIT Matters

- Significantly related to Term GPA, Cumulative GPA, and Cumulative Credits earned
- Significantly related to grades earned in specific classes – even accounting for the influence of the subject matter and the professor
- Classes that incorporate GRIT into their curriculum see a higher number of successful completions of their courses

# Post-assessment scores are higher on all dimensions



N = 5,149 GRIT Gauge™ completions

■ Post-Assessment ■ Pre-Assessment





**GRIT** *can* make a difference.

It can **NOT** just be another program.

AND

“You’re not gritty enough” can **NOT** become part of the deficit narrative.

# GROWTH Beliefs

## Beliefs About Succeeding

- Looking at a problem from a different perspective can help illuminate a solution.
- Seeking help is a sign of strength.
- Constructive feedback is useful.
- It is OK to stop doing something that is not working and try a different approach.

## Self Beliefs

- I can learn.
- Intelligence can be developed.
- Struggling to understand something means learning is occurring.

# RESILIENCE Beliefs

## Beliefs About Succeeding

- Pursuing a worthy goal takes time and effort.
- Challenges are normal.
- Challenges can be overcome.
- Setbacks are precursors to progress.
- Failure should be embraced, not avoided.

## Self Beliefs

- Learning is a process, and sometimes it is hard.
- Past experiences and current circumstances do not dictate my future potential.
- I create my own destiny.
- I am not entitled to anything, but I can achieve success when I put forth the effort.



# INSTINCT Beliefs

## Beliefs About Succeeding

- How I pursue my goals should have a positive impact on myself and others.
- Purposeful, quality time spent learning is more important than quantity of time on task.
- If improvement is not occurring, then it is time to adjust the approach.

## Self Beliefs

- I belong in college.
- I am responsible for my own learning.
- Others want me to be successful.
- Using academic support resources is a sign of strength.
- I am worthy of success.

# TENACITY Beliefs

## Beliefs About Succeeding

- Hard work matters more than talent.
- Passion for a worthy goal affects success more than intelligence.
- Struggle and sacrifice, and sometimes suffering, are necessary to achieve goals.

## Self Beliefs

- With hard work and effort, my potential is unknown and unlimited.
- When I cannot give my best effort, I can still give it all I can
- Having to deal with imperfect people and less than ideal situations is a fact of life.

How do you change beliefs?



**GLOBAL GRIT**  
**EXPERIENCE**

The  
Lone Star College-Tomball  
Experience

2020



## 3 Steps to Extraordinary

1

Create a culture of **OWNERSHIP**  
throughout the college.

## 3 Steps to Extraordinary

# 2

Utilize the entire Results Pyramid™  
to shift the culture of the  
Completion Agenda (C<sup>1</sup>) to the  
**Beliefs Agenda** (C<sup>2</sup>)

# 3 Steps to Extraordinary

3

Implement

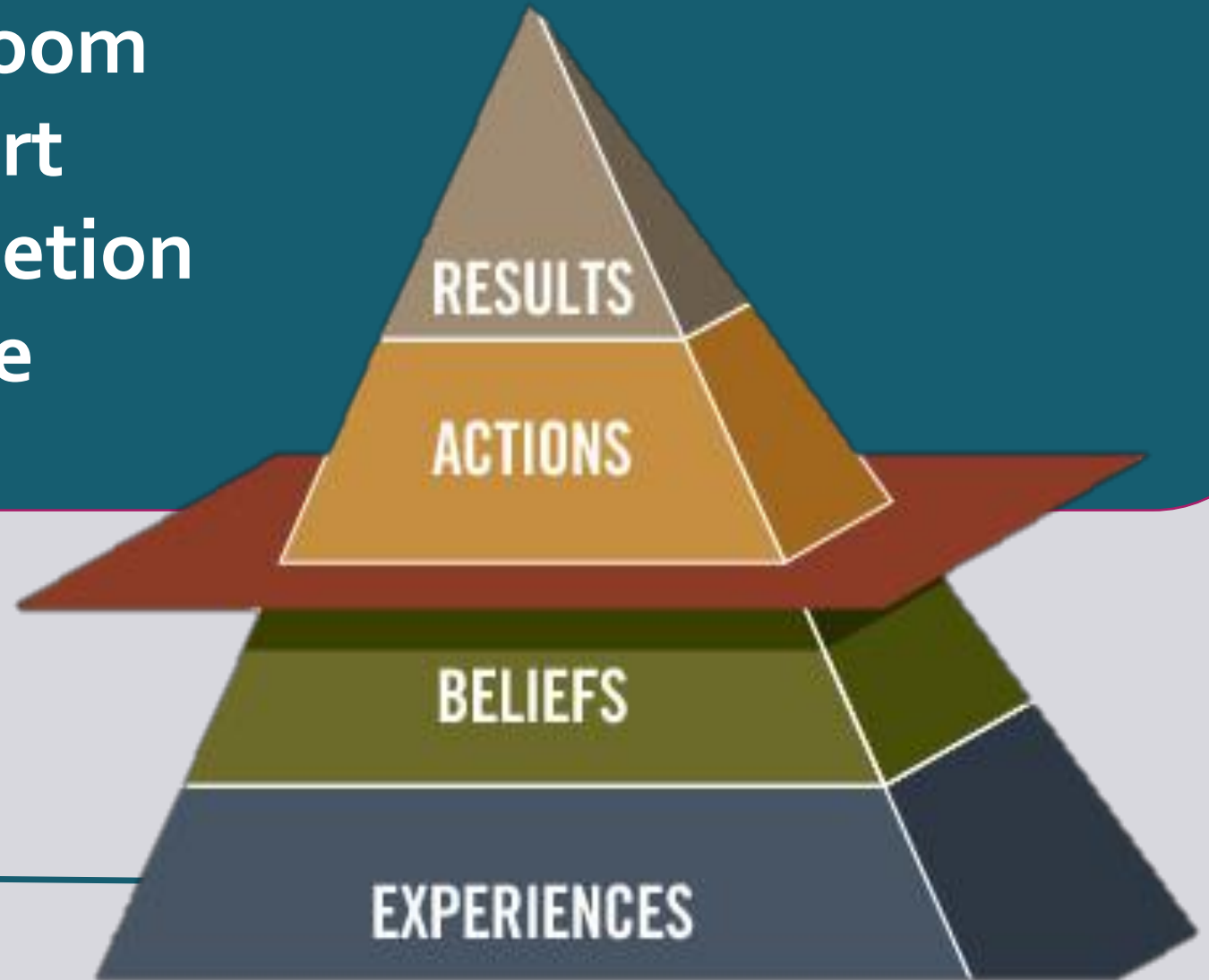
**Strategic Experience**

**Management<sup>©</sup>**

The  
Lone Star College-Tomball  
**Experience**

# Strategic Experience Management©

- Extraordinary Connection
- Extraordinary Classroom
- Extraordinary Support
- Extraordinary Completion
- Extraordinary Culture





What we believe  
matters, too!





# I believe:

Student success matters more than institutional success.

The  
Lone Star College-Tomball  
**Experience**

# I believe:

development of personal goals and aligning PRODUCTIVE beliefs to accomplish those goals for *success in life* matters more than finishing a degree or certificate.

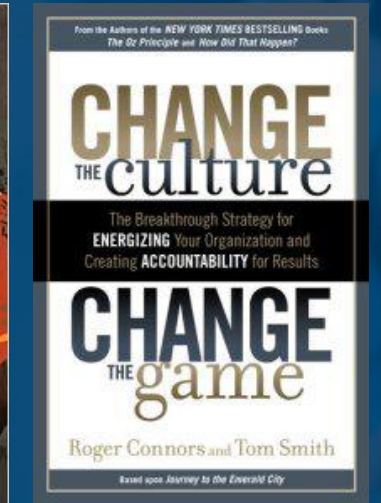
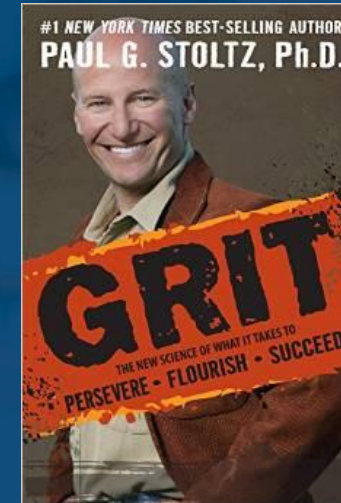
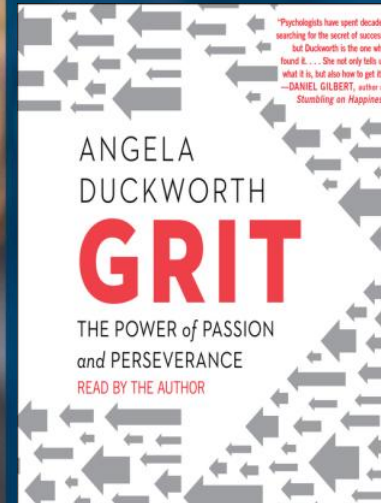
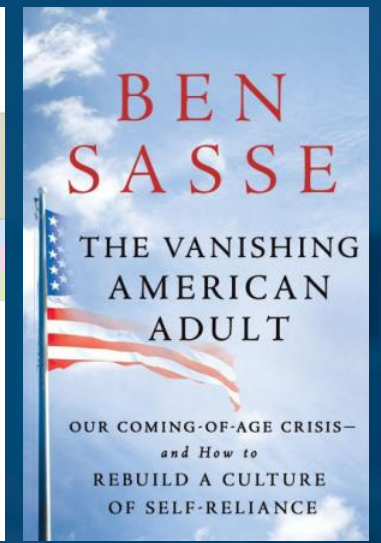
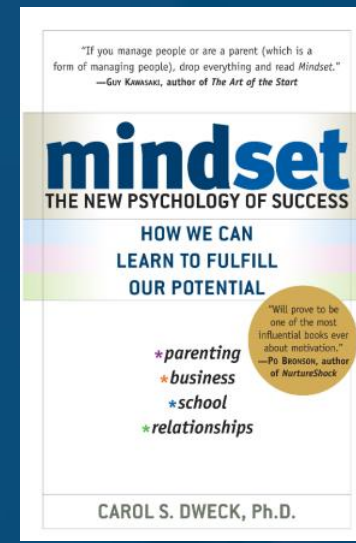
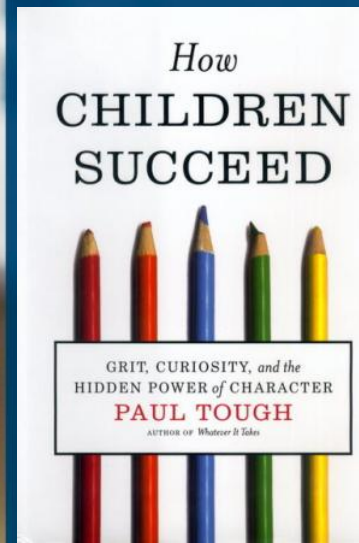
# I believe:

The college experience should be more than transactional.

The college experience should be **transformational**.

The  
Lone Star College-Tomball  
**Experience**









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